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ABSTRACT

In 1996, the National Commission on Teaching and America's Future published a report, "What Matters Most: Teaching for America's Future." The state of Missouri entered into a partnership with the National Commission to study and debate issues raised in the report. In 1997, the Missouri Commission on the Future of Teaching convened for the first of six meetings. The meetings involved gatherings of nearly 100 leaders in education in Missouri, which culminated in this report. The broad goal of the endeavor was to frame an ongoing conversation about ways to enhance the teaching profession. Subcommittees focused on recruitment, preparation, certification, induction, professional development, rewarding teachers' knowledge and skill, and redesigning schools. The Missouri Commission looked at issues pertinent to Missouri from the National Commission report and arrived at five general recommendations for action: get serious about standards; reinvent teacher preparation and professional development; fix teacher recruitment and put qualified teachers in every classroom; encourage and reward teacher knowledge and skill; and create schools that are organized for student and teacher success. Recommendations are the views of the majority. Minority recommendations are appended. (SM)

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Demanding Excellence

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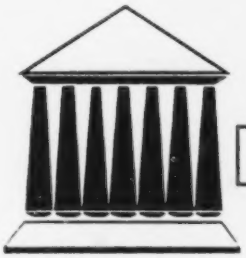
Report of the Missouri Commission on the Future of Teaching



Shaping the Profession that Shapes Missouri's Future

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February 1998
Missouri Department of Elementary & Secondary Education

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THE MISSOURI COMMISSION ON THE FUTURE OF TEACHING

Shaping the Profession that Shapes Missouri's Future

Demanding Excellence

Report of the Missouri Commission on the Future of Teaching

Adopted October 27, 1997

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The Missouri Department of Elementary and Secondary Education gratefully acknowledges Tim Parshall, assistant director of the Assessment Resource Center, University of Missouri-Columbia, for his contributions to the work of the Missouri Commission on the Future of Teaching and for writing this report. Tim provided invaluable administrative leadership and support to the Commission during the past year.

Preface

In September of 1996, the National Commission on Teaching and America's Future published its report, "What Matters Most: Teaching for America's Future." Through action taken by the State Board of Education at its December 1996 meeting, Missouri entered a partnership with the National Commission to study and debate issues raised in the National Commission report. In February of 1997, the Missouri Commission on the Future of Teaching convened for the first of six meetings, gatherings of nearly 100 leaders in education in Missouri, which culminated in the report that follows this preface.

The broad goal of this endeavor was to frame an ongoing conversation about ways we can enhance the profession of teaching—how we might go about shaping the profession that shapes Missouri's future. The Missouri Commission responded to recommendations from the report of the National Commission on Teaching and America's Future, looking at issues pertinent to Missouri and arriving after several months' effort at a number of recommendations for action in our state. The goal never was to define precisely a course of action but to rough out some ideas of where we in Missouri should consider moving toward.

No one expected unanimity of support for the National Commission's proposals, nor did we make any effort to achieve such support. It is significant that the Missouri Commission did not simply act as a local rubber stamp. Instead, the Missouri Commission analyzed the national document with a common-sense, Show-Me attitude, rejecting ideas out of step with our needs, with the reality of conditions in our state. Moreover, no one expected that all of the recommendations endorsed by the Missouri Commission as a whole would be favored by all who served.

Four minority reports appear in an appendix to this report (Appendix C). We are gratified, however, by the degree of consensus forged by the numerous and diverse members of the Missouri Commission. Certainly, no dissent exists regarding the primary goal of elevating the professionalism of teaching in Missouri.

The disagreement that does exist instead focuses on some the best *means* of achieving the goal of enhanced teacher professionalism. For example, the minority reports do not question the need for expert advice from a body of educators with real classroom experience in the establishment of standards for the profession.

The minority reports also strongly argue for recognition of the local role in defining standards of professionalism for teachers and administrators. Their concerns legitimately stem from tendencies in prior waves of education reform to disregard or devalue actual local school experience and insight. The minority reports essentially represent a salutary challenge to the Missouri Commission's effort. This challenge is to avoid the temptation of settling for the imposition of bureaucratic (and unfunded) mandates rather than developing a true state-local partnership. We are confident that the majority of the Missouri Commission

understands and embraces the constructive spirit in which the minority reports present this challenge.

* * *

In and of itself, this report will not improve student performance, but it should provoke serious discussion of education policies and resource allocation. We are asking each of you who reads "Demanding Excellence," the report of the Missouri Commission on the Future of Teaching, to take stock of what you personally know about education in Missouri and then to consider how we can enhance current practice to achieve levels of excellence only dreamed of in the past.

Think, then, of the Missouri Commission's report as a catalyst for change, for reform, which must arise from within our school districts to be most effective. For no matter how valid an initiative might be that comes down from the state, without local support it simply will not flourish. No matter how lofty, no matter how noble, the goals described in this report might be, those of us who care about the future of our children need to carry forward the mission of making education what matters most in Missouri.

Robert E. Bartman Annette N. Morgan

Co-chairs

Missouri Commission on the Future of Teaching

Demanding Excellence
Report of the Missouri Commission on the Future of Teaching

Foreword

On February 10, 1997, Missouri's Commissioner of Education, Robert Bartman, and former state representative Annette Morgan called together the Missouri Commission on the Future of Teaching. As co-chairs of the commission, Dr. Bartman and Ms. Morgan charged the members with examining every aspect of the process by which teachers are recruited, prepared, certified, retained, and rewarded. They also instructed commission members to determine how schools should be organized to deliver to Missouri's schoolchildren the best education possible. Dr. Bartman and Ms. Morgan further directed commission members to analyze the September 1996 report of the National Commission on Teaching and America's Future, "What Matters Most: Teaching for America's Future," and to make substantive recommendations for reform.

The recommendations that follow this foreword are the result of five-months' study and debate by nearly 100 individuals from throughout Missouri. Commission members represent K–12 and higher education (teachers as well as administrators), professional education associations, the state legislature, business, and funding agencies. Members of the Commission on the Future of Teaching understand that taking a cautious approach and maintaining the status quo would actually be a dangerous move backward, a retreat from the future. Indeed, some of the recommendations that follow will provoke controversy precisely because the Missouri Commission on the Future of Teaching recognizes that for the sake of our children, our future, Missouri can no longer accept the status quo. What was good enough yesterday is insufficient for tomorrow.

Instead, Missourians must demand a new standard of excellence.

* * *

The National Commission on Teaching and America's Future (hereafter, National Commission) began its work from three premises:

- What teachers know and can do is the most important influence on what students learn.
- Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.
- School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

The outcome of the National Commission's efforts can be summed up by its admittedly "audacious goal for America's future," that within ten years, "We

will provide every student in America with what should be his or her educational birthright: access to competent, caring, qualified teaching." The National Commission offered five major recommendations to accomplish its goal, recommendations that have served as the foundation for deliberations by the Missouri Commission:

I. Get serious about standards, for both students and teachers.
II. Reinvent teacher preparation and professional development.
III. Fix teacher recruitment and put qualified teachers in every classroom.
IV. Encourage and reward teacher knowledge and skill.
V. Create schools that are organized for student and teacher success.

The Missouri Commission worked in seven subcommittees—Recruitment, Preparation, Certification, Induction, Professional Development, Rewarding Teachers' Knowledge and Skill, and Redesigning Schools—to study the National Commission report, to gather additional information as appropriate, to debate pertinent issues, and to make recommendations appropriate to Missouri. The recommendations included in this report represent the majority opinion of the Missouri Commission, reflecting national trends but shaped by the context of this state. (Minority opinions are included in Appendix C of this report.)

The National Commission's report includes five general recommendations, each of which is supported by several more specific points. The report of the Missouri Commission on the Future of Teaching responds to each of those five major recommendations and their respective subordinate points.

The Missouri Commission report is organized so that its recommendations correspond to the sequence of major recommendations and specific points found in the National Commission's report (a complete list of which may be found in Appendix B). Roman numerals indicate the major recommendations, and arabic numerals refer to specific points under those broader issues. The report concludes with an afterword and appendices.

* * *

Recommendations of the Missouri Commission on the Future of Teaching

I. Get serious about standards, for both students and teachers.

The Missouri Commission concurs with the notion of getting serious about standards, recognizing as well that Missouri has already taken solid steps in this direction, including adoption of the Show-Me Standards, for students, and, for teachers, the CAPEP (Continuing Approval of Professional Education Programs) standards, which are based on those developed by INTASC (Interstate New Teacher Assessment and Support Consortium).

The Missouri Commission also believes that collaboration between students and teachers is ultimately the most powerful tool available to improve student achievement. This process begins with the recruitment and preparation of teachers and continues through their careers as caring, committed, and competent professionals. Throughout this process, high standards must be demanded for all—for college students preparing for careers in education, for practicing teachers and administrators, and for the students in their buildings. And the demand for high standards must come from everyone involved in the process—the teacher preparation programs, school boards and administrators, parents, teachers, and the students themselves.

I.1. Establish a professional standards board.

The Missouri Commission believes that Missouri should have a professional standards board with authority to establish, monitor, and regulate licensure standards for professional practice in the field of education. The board should have broad representation, with a majority of its members selected from practicing K–12 teachers. Such a board would allow professionals in the field of education to set standards that govern the profession in these areas:

- approval of college and university preparation programs for teachers, administrators, and other educators;
- licensure of new and continuing teachers and other educators;
- monitoring of ethics and professional practice.

The board would have sole responsibility for establishing and maintaining professional standards in a timely and efficient fashion.

I.2. Establish and maintain rigorous standards for accreditation of teacher preparation programs.

The Missouri Commission on the Future of Teaching does not agree with the National Commission's recommendation of mandatory accreditation through the National Council for Accreditation of Teacher Education (NCATE). The Missouri Commission does recommend, however, that Missouri, through the

appropriate agency (whether the Department of Elementary and Secondary Education [DESE] or a professional standards board), should establish a formal partnership with NCATE or with other national accreditation organizations. Standards will be one key to any such partnership; if the organization has rigorous standards, then it may be appropriate for Missouri to enter into a partnership.

Any partnership should be designed so that DESE or another appropriate agency is responsible for *legal* program approval, and such approval should give assurances that the institution and its teacher preparation program meet high standards of performance. In addition, the state should work with the partner organization(s) to minimize duplication of effort and paperwork through alignment of approval requirements and evaluation cycles.

I.3. Close inadequate teacher preparation programs.

Because Missouri must maintain high standards for its teacher education programs, the Missouri Commission on the Future of Teaching believes that the state should be extremely vigilant in the program approval process. Deficient programs should be identified, provided with reasonable time to correct problems, and given the opportunity to demonstrate that those problems have been properly addressed. If they have not, censure should result, followed by appropriate actions, including denial of program approval if necessary.

The Missouri Commission believes that the state should continue moving toward a standards-based system. Therefore, the question of specific requirements for teacher education programs is answered with an emphasis on validating knowledge and skills of individuals completing programs and being recommended for certification. That is, standards and training that guarantee reliability of the evaluation of pre-service teachers' performance are the points against which new teachers should be measured. Completion of a teacher preparation program and recommendation for certification should be based on demonstrated achievement of high standards, not on the accrual of credit hours.

I.4. License teachers based on demonstrated performance.

The Missouri Commission recommends that initial, advanced, and continuing licensure of teachers in Missouri be based on demonstrations of both knowledge and performance. The state's teachers should be assessed in subject matter knowledge, teaching knowledge, and teaching skill, using the best assessments available.

Missouri needs to continue its movement away from licensure based on course-by-course requirements and toward demonstrations of individual skill and knowledge—from credit hours to performance. The state should work toward a complete alignment of standards—from the K–12 Show-Me Standards through standards for continuing licensure of teachers. Moreover, the Show-Me

Standards must be supported strongly as essential goals for all students in the state.

In addition, the Missouri Commission believes that the state should establish as a goal no out-of-field teaching. Missouri needs to develop better mechanisms for tracking and counting teachers who are teaching out of field with the goal of eliminating out-of-field teaching. All teachers should be fully qualified in the subjects they are teaching. In the meantime, the state should establish a goal for reducing provisional certification, allowing exceptions only when teachers are actively pursuing additional certification or endorsements.

I.5. Encourage and support voluntary National Board Certification.

The Missouri Commission supports promotion of *voluntary* certification by the National Board for Professional Teaching Standards and recommends incorporating National Board Certification into alternative procedures for attainment of continuing licensure. There should be both state and local incentives for teachers to seek National Board Certification. If it is recognized as a prestigious accomplishment, and if teachers are rewarded in substantive ways, National Board Certification can serve as an additional mechanism to keep talented teachers in our schools.

* * *

II. Reinvent teacher preparation and professional development.

Teacher preparation and professional development represent two aspects of the same process, the continuing growth of teachers as professionals committed to their students. Too often these components remain separate; the Missouri Commission on the Future of Teaching strongly believes in the interconnectedness of teacher preparation and ongoing professional development. Missouri, through establishment of the Regional Professional Development Centers affiliated with several state universities (with funding from the Outstanding Schools Act of 1993) and support for establishing professional development schools, has initiated several viable programs to unite teacher preparation and professional development, and the Missouri Commission encourages the state to increase its support of these and other programs.

II.1. Organize teacher education and professional development standards around standards for students and teachers.

The Missouri Commission strongly believes that the education of our children and future teachers, as well as the professional education opportunities afforded teachers and administrators, should be founded on aligned sets of

standards, such as the Show-Me Standards and the CAPEP standards for teachers. These standards should form the bases for assessments of performance and skill, in addition to knowledge of subject areas—for children and for teachers. All teachers, school administrators, and teacher educators should be able to demonstrate the competencies necessary to implement those standards in the classroom.

Professional development programs and teacher education programs that link colleges with schools can play a vital role in accomplishing this goal, especially when colleges and universities work in partnership with schools. The state should encourage and support increased opportunities for partnership and sharing of resources, even providing incentives to institutions of higher education based upon production of teachers who have met the performance standards to be inquiring and reflective professionals.

II.2. Investigate the efficacy of extended teacher preparation programs.

The Missouri Commission recommends creation of a special task force that would work with DESE to commission research fellowships to study various models of teacher preparation programs (e.g., four-year, five-year, and fifth-year programs; year-long internships; professional development schools). The main purpose of this task force, to include representation from all appropriate stakeholders, will be twofold: 1) to identify best practices for colleges and universities to pursue in achieving state standards; and 2) to develop criteria for cooperating teachers and sites to ensure that these experiences provide teacher education students with sufficient and proper feedback and with new understanding about how children learn. The findings of the task force and its recommendations regarding effective teacher preparation programs will be presented to the State Board of Education for action and shared with colleges and universities that offer teacher preparation and with the Coordinating Board for Higher Education.

II.3. Create and fund mentoring programs for beginning teachers.

The beginning years of teaching are critical in the development of successful professional teachers. Too many teachers in the early stages of their practice do not receive adequate support and continuing development opportunities and leave the profession. Programs for beginning teachers in Missouri range from excellent to nonexistent. Some districts provide quality mentors for new teachers, as well as time and resources for successful collaboration and sharing. Others have, at best, a catch-as-catch-can approach to initial support. The Missouri Commission on the Future of Teaching believes that Missourians deserve better, that we should not waste our precious resources—the men and women who have spent several years and several thousand dollars to develop their skills as teachers. Therefore, the Missouri

Commission strongly endorses the concept of a formal induction period of at least a year for new teachers.

The primary features of a new teacher's induction period should be a reduced teaching load, strict limitations on extra-duty assignments, and pairing with an experienced mentor. The mentor should receive time and other considerations to foster collaboration and to permit appropriate supervision. Building principals should receive training to learn to support beginning teachers and mentors, and mentors should certainly be trained to support the new teachers with whom they are working. The colleges and universities that prepare teachers should work in partnership with hiring districts in the support of beginning teachers, and specific professional development programs should be designed with mentoring in mind.

II.4. Continue support of stable, high quality sources of professional development.

The Missouri Commission recommends that the state should continue building a professional development program for teachers that spans pre-service to retirement. At various points along the career path, the state should set benchmarks that meet local, state, and national standards—such as when an individual is recruited into a teacher preparation program, receives a baccalaureate degree, is recommended for certification, enters the induction year, or achieves a new stage of licensure. An excellent starting point for the necessary support is the set-aside requirement established by the Outstanding Schools Act, which calls for the state and school districts each to earmark one percent of state funding for professional development. In addition, the Regional Professional Development Centers provide teachers statewide with a number of opportunities, as do other agencies in the state. Missouri can and should go even further, developing a stronger network of integrated and focused resources to ensure improved learning for all our students.

While the Missouri Commission supports the concept of individuals taking charge of their own careers, as in the case of voluntary National Board Certification, it also believes that school districts and the state have an obligation to support those individual teachers willing to take the time and effort to gain meaningful professional development experiences. Therefore, the Missouri Commission strongly endorses the mandate for professional development and critical issue funds as outlined in the Outstanding Schools Act. In addition, all districts should develop a comprehensive professional development plan that is aligned with district goals and objectives. Such a plan should account for such issues as release time, the use of technology, individual teachers' professional development plans, involvement of administrators and community, sources of funding, and alignment with national standards. Moreover, both local districts and the state should encourage teachers to pursue National Board Certification and advanced degrees and offer support for those teachers who do so.

* * *

III. Overhaul teacher recruitment, and put qualified teachers in every classroom.

The Missouri Commission on the Future of Teaching urges policymakers to take aggressive action to guarantee that every child has a qualified teacher, which does not simply mean a licensed teacher but a teacher who is licensed in the field in which he or she is teaching and who is committed to teaching as a profession. If that goal requires changes in hiring practices, so be it. If that goal requires the state to provide financial assistance to disadvantaged districts, so be it. The state must take the lead in promoting teaching as an attractive profession—a profession whose members have the respect of the people they serve. We cannot afford not to place the full weight of our state's resources behind the teaching staff of our schools.

III.1. Increase the ability of financially disadvantaged districts to pay for qualified teachers and insist that school districts hire only qualified teachers.

All students have the right to be served by qualified teachers. Therefore, the Missouri Commission believes that the state must take the responsibility to assist financially disadvantaged school districts with continued support for minimum salaries, professional development, and the career ladder program. Moreover, the state should take the lead in supporting development of model partnerships with business and higher education, with the intent that successful models can be adapted in other places to suit local needs. Additional incentive programs could include development of corporate resources to provide forgivable loans or outright grants to teachers who agree to teach in financially disadvantaged districts.

Through its statewide and national avenues for disseminating information, the state should undertake a serious marketing campaign to assist in enlarging the pool of qualified teachers available to all Missouri school districts, with special attention given to those areas with high need but lacking in resources. Such a marketing campaign, designed to enhance public perception of teaching, could function on two levels: as a statewide approach, promoting the entire state with its diversity of teaching environments (location, school and class size, make-up of student body, financial status, level of community involvement, etc.); as a series of local promotions, through "co-op" advertising in which a school district would use general, state-developed material along with its own locally developed material.

III.2. Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.

A necessary first step toward filling shortages in the teaching profession is to analyze the factors that contribute to those shortages and to problems in recruitment and retention. For example, where do new graduates seek employment and why? Where do new graduates avoid seeking employment and why? Why do educators choose to remain in the field or to leave it?

Regardless of specific answers to these questions, though, the Missouri Commission recognizes that there are areas of need and that many of our most capable students turn away from education as a career because they believe that salaries are too low. Missouri, therefore, should explore incentive programs to attract candidates to the field and to keep good teachers in schools, require mentoring programs for new teachers, and increase meaningful professional development opportunities.

The state, in collaboration with local school districts, teacher preparation programs, professional organizations, and other agencies, should aggressively promote education as a career worthy of the aspirations of the best and brightest students from diverse populations. Because it is also important to retain qualified teachers, the state should work with districts to develop programs that will support teachers in the profession, thus lowering the number of teachers lost to other fields. Mentoring programs, for example, can help experienced teachers as well as those in their induction year. In addition, peer- and team-support systems can foster professional growth while simultaneously reducing the risk of burn-out.

III.3. Attract a wide range of recruits into the profession of teaching.

The Missouri Commission agrees with the National Commission recommendation that the state must attract into the profession nontraditional recruits, in addition to students of traditional college age and background. Military retirees, individuals seeking new careers in mid-life, couples considering shared jobs, and former Peace Corps and Americorps volunteers are just a few of the groups who form a bank of potential classroom teachers. The Missouri Commission also believes that diversity in the field is important and urges the state, professional organizations, and teacher preparation programs to actively seek candidates from *all* segments of the population.

To accommodate many of these nontraditional candidates into the profession, the state should encourage flexibility on the part of colleges and universities to extend accessibility to teacher education programs, but without sacrificing high standards of preparation and licensure. As these programs expand through distance learning options and as licensing requirements move away from credit-hour requirements toward performance-based decisions,

Missouri will be better able to encourage nontraditional candidates and thereby broaden the available supply of teachers.

III.4. Redesign and streamline district hiring.

Steps have certainly been taken to improve the hiring process for teachers, particularly with electronic posting of positions through DESE's homepage on the World Wide Web and efforts at the colleges and universities to assist graduating teacher education candidates with preparations for the job search. In the St. Louis area, for example, the Cooperating School Districts (CSD) and the St. Louis Personnel and Placement Directors Association have created the Regional Education Application and Position (REAP). This regional program is a joint venture to simplify the process for both applicants and hiring districts.

So long as individual districts maintain archaic systems of hiring, however, the human resource office will continue to be seen as a barrier to the profession rather than as a gateway to a career. The Missouri Commission is encouraged by a number of efforts made in the state and believes that technology can further assist in streamlining procedures (website postings and applications, for example) and should be exploited more aggressively by DESE statewide and by school districts locally and in regional cooperatives. In addition, Regional Professional Development Centers (RPDCs) could list job postings and provide applications, perhaps even serve as sites for initial interviews via interactive television; RPDC staff could also serve as resources for candidates seeking information about schools served by that RPDC.

III.5. Eliminate barriers to the mobility of educators.

The Missouri Commission believes that elimination of barriers to the mobility of educators could increase the pool of qualified professionals available to Missouri schools. The state, for example, should develop a performance-based certification system that will enable reciprocity agreements with other states that can demonstrate performance bases for certification. In conjunction with aggressive marketing of Missouri (in partnership with the Missouri Department of Economic Development and with chambers of commerce), Missouri should be able to attract qualified teachers from out of state. Second, the state should support commensurate salary schedules across districts (year-to-year compensation for experience, comparable benefit packages, etc.) so that financially disadvantaged districts are not placed in an untenable position when it comes to hiring. Third, DESE should investigate portability of pension plans both within the state and across state lines.

* * *

IV. Encourage and reward knowledge and skill.

The major points that the Missouri Commission wishes to make in this section are that demonstrated achievement—by teachers and their students—should lead to greater rewards for teachers and that compensation for educators should be commensurate with education and performance. Of equal importance to salaries and benefits, moreover, is the question of professionalism and respect. Teachers who consistently perform at a high level should earn greater professional development opportunities to enhance their knowledge and skills, to share their knowledge and skills with other professionals, and to take part in the leadership of their schools. On the other hand, those teachers who do not meet professional standards should be counseled, receive assistance, and, if necessary, be removed from the classroom. The Missouri Commission is confident that few of Missouri's teachers fall into the latter category, but the state should make it clear to the public, and to school districts, that inadequate performance, measured against a clear set of professional standards, will not be tolerated.

IV.1. Study and develop compensation systems that reward knowledge and skill.

The Missouri Commission recommends the appointment of a broadly representative blue-ribbon panel to evaluate alternatives to current compensation systems for teachers and to render recommendations for changes in the current structure. The panel should draw on the considerable body of research available on this subject.

It is likely that the compensation structure suggested by that panel would establish a career continuum based on the acquisition of new skills, new curricular area certifications, and National Board Certification. Certainly, a statewide minimum compensation level should be established that would compete with salaries offered to other professionals with similar preparation and experience, and portability of credit for experience should be guaranteed (year for year) from one district to another. In addition, there may be cause to provide state-supported incentives for teachers in high-need areas or for teachers working in districts with large percentages of at-risk students.

Furthermore, good retirement benefits enhance commitment to teaching and provide for economically feasible retirement options. The Missouri Commission urges that existing retirement benefits be protected while consideration is given to incentives for quality teachers to remain in teaching beyond the minimum age for retirement; options for teachers to teach part-time without penalty after retiring from full-time employment in education; and portability between systems within Missouri and in other states.

Rewarding teachers goes beyond monetary compensation, however. It will be equally important for the state to work to restructure schools so that they

provide such benefits as increased planning time, additional training for teachers to improve their knowledge and skills, adequate working conditions (materials, space, etc.), and opportunities for educators to collaborate on student learning. All of these items will serve to improve student performance, and, ultimately, compensation should be related to a combination of individual teachers' knowledge and skill and student performance resulting from the efforts of teams of educators.

IV.2. Remove incompetent teachers.

The Missouri Commission concurs with the sentiment of the National Commission's recommendation to remove the incompetent but believes it should be placed in a broader context: The state should develop a comprehensive support system to ensure professional accountability and safeguard against incompetence. This performance support system would include several components, including an independent professional standards board; demanding performance-based standards for licensing and ongoing certification; a system for mentoring and peer support or coaching—for new teachers and for experienced teachers as well—with adequate training provided mentors and peer coaches; elimination of teaching out of field; and a system that leads to dismissal of teachers who fail to show satisfactory improvement against clearly stated criteria for performance and following appropriate intervention of mentors/coaches.

IV.3. Encourage state and local incentives for National Board Certification.

As stated above, the Missouri Commission supports National Board Certification on a voluntary basis, but also calls upon the state to encourage local districts to provide incentives for teachers to seek this prestigious standard of excellence. National Board Certification is a lengthy and thoughtful process that requires teachers to critically analyze their practice and to improve that practice. Teachers who complete the process have not only worked to develop their skills, but they have also trained themselves to continually examine their practice and to seek ever higher levels of performance.

* * *

V. Create schools that are organized for student and teacher success.

The Missouri Commission strongly urges the state and local districts to grasp the documented fact that the school site is the fundamental unit of change. Therefore, it is imperative that everyone in education examine the ways that schools operate. Both teachers and school principals play important roles in creating a structure of relationships within schools so that all students can learn. For example, because teachers play a crucial role in student learning and in

building school learning communities, they must be included in decision making at the school site level. In addition, principals must have the knowledge and skills to serve as instructional leaders.

The individual school is the key, but districts as a whole—and the state—must grapple with a wide range of challenges, not the least of which is funding. Nevertheless, all of us must keep in mind the absolute necessity of providing excellent developmentally appropriate education for all of our children, from preschool through high school, and for providing parenting education to help those children develop to their fullest potential.

V.1. Make effective use of building personnel and invest in technology that improves instruction, school organization, and management of classrooms.

By comparison to the national school model presented in the National Commission report (principal, assistant principal, dean of discipline, secretary, bookkeeper, three counselors, social worker and psychologist for 600-student school), it is the sense of the Missouri Commission that most individual schools are not heavy administratively. A typical Missouri school does not reflect the national profile. Before any steps are taken, Missouri School Improvement Program district-by-district data should be compiled into statewide data for comparison purposes so that local school districts can make appropriate decisions regarding effective use of staff at the building and district levels to increase student learning.

Technology should play a major role in instruction, organization, and management of classrooms. We have moved from the paradigm of incorporating technology in the educational program simply to learn the uses of technology. Now we employ technology to support and enhance the learning of curricular objectives, as well as to access information and communicate with others across the globe. In addition, using technology as a tool to improve efficiency in management of routine tasks (especially those tasks that are administrative in nature and distract teachers from instruction) and to free teachers for instruction will provide more time on task for students. Accomplishing this goal, however, may require earmarking a portion of state funds that school districts must spend on professional development for training teachers in use of technology.

The Missouri Commission recognizes that many school districts do not have the financial capacity to invest large sums of money in technology. Therefore, the Missouri Commission on the Future of Teaching recommends increasing state grant support for technology and requiring grant applicants to indicate what portion of the resources granted will be used for training—to promote actual use of purchased hardware and software. Furthermore, competitive grants should be available to teachers and groups of teachers, not just to districts. In addition, a periodic technology census conducted by DESE

should provide extremely useful information about technology use by school districts that should assist with long-range planning.

The key to school-level success will lie in a restructuring of time, staffing, and scheduling so that teachers can work together, meet with parents, and share responsibility for groups of students over extended periods of time. To that end, the Missouri Commission recommends extending the school year to include additional days of school for students and additional days for teachers' collaboration, planning, and professional development.

Furthermore, schools should restructure time in creative ways to meet the educational and developmental needs of all students. First of all, the beginning and ending times should be appropriate for the developmental levels of the students. Restructuring the way time is allotted during the school day could provide opportunities for flexible grouping of students, large- and small-group activities, and maximum time on task. Moreover, daily planning time should be scheduled to allow professional staff to collaborate on school culture, learning communities, and the process of change. Those closest to the classroom must be given the authority to make decisions that most affect student learning; therefore, they need time to study such options as interdisciplinary teams of grade-level teachers, use of special teachers, teachers sharing the same students, class-within-a-class teachers, and "looping" (that is, teachers remaining with the same group of students for more than a single year).

V.2. Evaluate school-improvement initiatives and fund local partnerships and district-to-district exchanges.

The Missouri Commission calls upon DESE to evaluate and review the impact of state school-improvement initiatives on student learning. After reviewing the data, successful initiatives should be supported and expanded, and unsuccessful programs should be discontinued. All future grants should be tied to school districts' Comprehensive School Improvement Plans to bring focus to a district's plan to improve individual and organizational learning.

There are two areas in which Missouri definitely should establish grant programs. First, grants should be funded that involve commitment and action on the part of all stakeholders in a community—students, parents, schools, business, industry, service providers, other community members—to increase student learning through community action. The premise of community members and business leaders as shared decision-makers will result in focused, targeted strategies, integral to student learning. Second, grants should be funded that promote district-to-district exchanges that are linked to school improvement and reward effective team efforts. Districts should be encouraged to collaborate and cooperate with other districts to improve instruction. Projects could include teacher exchanges to learn alternative strategies or districts working together to provide powerful teacher development.

V.3. Select, prepare, and retain administrators to lead high-performing schools.

The Missouri Commission believes that all administrators should be selected from a group of well-trained teachers who have chosen to become administrators. They should be leaders whose licensure requirements include demonstrations of knowledge of teaching and learning through performance assessments linked to rigorous standards. In addition, on-the-job internships with well-trained mentors should be required as part of an administrator's training and certification process, with initial screening of candidates conducted by a cadre of experienced administrators around the state. Reciprocity agreements with other states should be established for administrative licensure, based on performance standards appropriate to principals and superintendents.

To create a more supportive environment for new administrators, DESE, colleges and universities, RPDCs, professional associations, and other organizations should collaborate in building a network that will offer assistance and encouragement during administrators' first years on the job. In addition, early in their careers principals should be required to prepare a professional development plan, which would include experiences such as the Leadership Academy or Principals' Academy. Furthermore, an administrator's job performance should be evaluated by a colleague who holds a comparable position and can provide positive feedback and constructive criticism to the administrator.

* * *

Afterword

Every day, each of us—especially those of us in education—must carefully consider a number of questions: Do we demand a high level of achievement, of ourselves and others? Do we promote high standards? Do we reward reflection and inquiry? Do we continue to learn, to seek knowledge, to improve our practice every day? Do we model these attributes for our children and our students?

No one on the Missouri Commission believes that the preparation and retention of teachers—that Missouri's educational system—is without flaws. And no one on the Commission believes that we can afford to wait any longer to carry forward the reforms begun with the Outstanding Schools Act of 1993. The Show-Me Standards, performance assessment, and funding earmarked for professional development of teachers all provide a solid foundation, but alone they do not go far enough toward guaranteeing that every student in Missouri has "access to competent, caring, qualified teaching."

The slogan that the Missouri Commission on the Future of Teaching has operated under is "Shaping the Profession that Shapes Missouri's Future." Now is the time to make clear to all Missourians, not just educators, what we of the Missouri Commission understand all too well. For the sake of our state's future, we need meaningful reform in education right now. The recommendations we have made guarantee nothing. They will, however, inspire discussion and provoke arguments. They may initiate legislative, even constitutional, proposals. Most of all, we hope they precipitate action.

And we hope these recommendations will bring about substantive change in teacher development and practice, change that leads to increased achievement by all students. For, after all, our students *are* the future.

Appendix A

Members of the Missouri Commission on the Future of Teaching

Commissioner of Education Robert E. Bartman
and The Honorable Annette N. Morgan
Co-chairs

Dr. Sue Abegglen, Director of Teacher Education, Culver-Stockton College

Dr. Richard Andrews, Dean, College of Education, University of Missouri–Columbia

Ms. Mary J. Armstrong, Mathematics Teacher, Gateway Institute of Technology High School, St. Louis

Mr. John Bass, Coordinating Board for Higher Education, St. Louis

Mr. Eliot F. Battle, Educational Consultant, Columbia

Dr. Daniel R. Beach, Director of Teacher Education, Drury College

Ms. Betty Beal, Science Teacher, Moreland Ridge Middle School, Blue Springs

Dr. Lynn Beckwith, Jr., Superintendent, University City School District

Dr. Roger Bennett, Dean, College of Education, Southwest Missouri State University

Hon. Roseann Bentley, State Senator, Springfield

Mr. Frank Berlin, President, Missouri Association of Secondary School Principals, and Principal, Bowling Green Middle School

Mr. Bob Berndt, Social Studies Teacher, Hancock High School

Ms. Angela Besendorfer, former STARR Teacher, Milken Educator

Dr. David Bethel, Director, Region 4 Professional Development Center, Truman State University

Dr. Linda Bigby, Director of Special Education, Lee's Summit R-VII Schools

Ms. Joyce Bluett, Kindergarten Teacher, Commons Lane Elementary School, Ferguson-Florissant R-II School District

Dr. Judy Bryant, Director of Teacher Education, Southwest Baptist University

Dr. James Caccamo, Executive Director, Partnership for Children, Kansas City

Ms. Marie Carmichael, Chair, Coordinating Board for Higher Education, Springfield

Dr. Joan Caulfield, Chair, Department of Education, Rockhurst College

Ms. Astra Cherry, STARR Teacher

Dr. Marilyn Cohn, Department of Education, Washington University

Mr. Clarence S. Cole, Exec. Director, Kansas City School Administrators Association

Ms. Donna Collins, President, Missouri National Education Association

Ms. Barbara Condra, President, Missouri Association of Supervision and Curriculum Development; Lee's Summit R-VII Schools

Ms. Joycene Davis, Guidance Counselor, Gateway High School, St. Louis

Dr. Tom Deering, Director, Region 6 Professional Development Center, University of Missouri–Rolla

Dr. Larry Doyle, Dean, Division of Education, Lindenwood College

Dr. Novelle Dunathan, Director of Teacher Education, Columbia College

Dr. Tom Edmunds, Interim Dean, College of Education, Central Missouri State University

Dr. Linda Edwards, Dean, School of Education, University of Missouri–Kansas City

Dr. Dennis Ehlert, Dean, Division of Education and Physical Education, Missouri Valley College

Dr. Ed M. Elliott, President, Central Missouri State University

Dr. Eugene Eubanks, Professor of Education, University of Missouri–Kansas City

Ms. Cathy Evans, former Director, Region 1 Professional Development Center, Southeast Missouri State University

Ms. Joy W. Ewing, President, Missouri Association of Teachers of English, and English Teacher, Rolla High School

Dr. Mary Ellen Finch, Dean of Education, Maryville University

Mr. Larry Flanagan, President, Missouri Association of Rural Education, Elsberry

Ms. Joyce Flowers, former Director, Region 5 Professional Development Center, Northwest Missouri State University

Dr. William W. Freeman, Fontbonne College

Ms. Susan Friedeck, Science Teacher, Holt Senior High School, Wentzville

Dr. Brenda Fyfe, Acting Dean, Department of Education, Webster University

Dr. Nancy Gammon, Chair, Dept. of Teacher Education, Harris-Stowe State College

Dr. Donna Gardner, Teacher Certification Officer, Washington University

Dr. Ray Gibson, Director, Dept. of Teacher Education, College of the Ozarks

Ms. Luana Gifford, President, Missouri Federation of Teachers

Dr. Henry Givens, Jr., President, Harris-Stowe State College

Dr. Cleveland Hammonds, Superintendent, St. Louis City School District

Ms. Loes Hedge, Milken Educator, Edison Elementary School, St. Joseph

Ms. Nancy Hooper, Student MSTA Consultant, Missouri State Teachers Association

Dr. Michael Horvath, Dean, School of Education and Psychology, Missouri Southern State College

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Hon. Ted House, State Senator, St. Charles

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Dr. Sandra Kinder, Chairperson, Department Education, Central Methodist College

Ms. Gloria King, St. Louis City Public Schools

Ms. Ann Larson, Representative, Scholastic, Inc., St. Louis

Dr. Brian Long, Assistant Director of Policy Development, Office of the Governor

Mr. Ernest Long, Training Manager, Copeland Corporation, Lebanon

Dr. Patricia McClelland, Chair, Department of Education, Park College

Dr. Patricia Miller, Dean, Division of Education, Truman State University

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Mr. Barry Parks, Director of Human Resources, Positronic Industries, Springfield

Dr. Paul Pitchford, Director Region 2 Professional Development Center, University of Missouri–Columbia

Ms. Betty Preston, Vice-President, State Board of Education, Chillicothe

Dr. Katharine Rasch, President-Elect, Missouri Association of Colleges for Teacher Education, and Director of Teacher Education Programs, Maryville University

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Dr. Beauton Roberts, Supervisor of Title I Programs, St. Louis City Public Schools

Dr. Roberta Ross-Fisher, Chair, Education Division, Missouri Baptist College

Dr. Max Ruhl, Dean, College of Education and Human Services, Northwest Missouri State University

Dr. Ann M. Rule, Chair, Department of Education, St. Louis University

Ms. Jane Schaefer, Director of Teacher Education, Hannibal-LaGrange College

Ms. Deedee Schlichting, Director, Success Link, Missouri Council of School Administrators, Jefferson City

Dr. Charles Schmitz, Dean, School of Education, University of Missouri–St. Louis

Ms. Carol Schmoock, Assistant Executive Director, Missouri National Education Association

Ms. Jewel D. Scott, Executive Director, The Civic Council of Greater Kansas City

Dr. Fredna Scroggins, Coordinator of Teacher Education, St. Louis Community College at Meramec

Ms. Paula Shields, Special Education Coordinator, Hollister R-V Schools

Mr. Ben Simmons, Truman High School, Independence

Dr. Marietta Singer, President, Missouri Association of Elementary School Principals, and Principal, Linden West Elementary School, North Kansas City

Dr. Laura Sloan, Chairperson, Department of Education and Psychology, Avila College

Ms. Joyce Smith, Board of Education, New Haven School District

Ms. Melody A. Smith, Applied Communications/Language Arts Teacher, N. S. Hillyard A.V. Technical School, St. Joseph

Ms. Margaret Smith-Kenyon, Director of Workforce Development, St. Louis Regional Commerce and Growth Association

Dr. Shirley Stennis-Williams, Dean, College of Education, Southeast Missouri State University

Dr. Ronald Stodghill, Superintendent, Wellston School District

Hon. Stephen Stoll, State Representative, Festus

Mr. Keith Swanson, Vice-Chair, Missouri Advisory Council of Certification for Educators, and Associate Dean of Instruction, State Fair Community College

Ms. Sherri Talbott, Northwest R-I School District

Dr. P. Terrett Teague, Head, Department of Education, Stephens College

Ms. Cindy Thresher, 1996–1997 State Teacher of the Year, Teacher, Lucy Wortham James Elementary School, St. James

Dr. Wayne Turner, former Director of Region 8 Professional Development Center, University of Missouri–St. Louis

Dr. Betty R. Tutt, Dean of Education, William Woods University

Mr. Gene Vinson, Director, Region 9 Professional Development Center, Central Missouri State University

Ms. Susan Wagner, Resource Teacher, Carthage R-IX School District

Ms. Susan Wally, Senior Program Director, Education, Ewing Marion Kauffman Foundation

Ms. Beth Reynolds Wehling, former STARR Teacher and 1995–1996 Teacher of the Year, Nipher Middle School, Kirkwood

Ms. Jacqueline D. Wellington, Member, State Board of Education, St. Louis

Ms. Jutta White, President, Missouri State Teachers Association, and Family and Consumer Sciences Teacher, Ladue Junior High School

Dr. Henry Williams, Superintendent, Kansas City Public Schools

Dr. Peter T. Wilson, Program Director, The Danforth Foundation, St. Louis

Dr. Diana Winston, Dean, Division of Professional Studies, Missouri Western State College

Dr. Gary Wright, Executive Director, Cooperating School Districts, St. Louis

Appendix B

Recommendations of the National Commission on Teaching and America's Future

I. Get serious about standards, for both students and teachers.

- **I.1:** *Establish professional standards boards in every state.*
- **I.2:** *Insist on professional accreditation for all schools of education.*
- **I.3:** *Close inadequate schools of education.*
- **I.4:** *License teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.*
- **I.5:** *Use National Board standards as the benchmark for accomplished teaching.*

II. Reinvent teacher preparation and professional development.

- **II.1:** *Organize teacher education and professional development standards around standards for students and teachers.*
- **II.2:** *Institute extended teacher preparation programs that provide a year-long internship in a professional development school.*
- **II.3:** *Create and fund mentoring programs for beginning teachers that provide support and incorporate evaluation of teaching.*
- **II.4:** *Create stable, high quality sources of professional development.*

III. Fix teacher recruitment and put qualified teachers in every classroom.

- **III.1:** *Increase the ability of financially disadvantaged districts to pay for qualified teachers and insist that school districts hire only qualified teachers.*
- **III.2:** *Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.*
- **III.3:** *Develop high-quality pathways to teaching for a wide range of recruits, including mid-career changers, paraprofessionals, and military retirees.*
- **III.4:** *Redesign and streamline district hiring.*
- **III.5:** *Eliminate barriers to teacher mobility.*

IV. Encourage and reward teacher knowledge and skill.

- **IV.1:** *Develop a career continuum linked to assessment and compensation systems that reward knowledge and skill.*
- **IV.2:** *Remove incompetent teachers.*
- **IV.3:** *Set goals and enact incentives for National Board Certification in every district.*

V. Create schools that are organized for student and teacher success.

V.1: *Flatten hierarchies and reallocate resources to send more dollars to the front lines of schools: Invest more in teachers and technology and less in nonteaching personnel.*

V.2: *Provide venture capital in the form of challenge grants to schools for teacher learning linked to school improvement and rewards for team efforts that lead to improved practice and greater learning.*

V.3: *Select, prepare, and retain superintendents and principals who understand teaching and learning and who can lead high-performing schools.*

Appendix C

Minority Reports in Response to Recommendations of the Missouri Commission on the Future of Teaching

From Robert E. Bartman

A separate standards board, with the sole responsibility for establishing and maintaining standards for teachers and teacher education programs in the State of Missouri, was recommended by the Missouri Commission for the Future of Teaching. A separate standards board, composed primarily of professional educators is not in the best interest of Missouri citizens, does not promise to have a positive effect on pre-K–12 student achievement, and should not replace the current system which includes the adoption of standards by the State Board of Education with the advice of educational practitioners.

It is true that standards for licensure in other professions such as lawyers and cosmetologists are controlled by a board composed of members of those respective professions. There is a distinction, however, between setting standards for licensure of lawyers and cosmetologists and setting standards for licensure of school teachers. Unlike the majority of lawyers and cosmetologists, the majority of school teachers are public employees. Children between the ages of 7 and 16 are compelled by law to attend school. There is a greater public interest in ensuring those who have responsibility for the education of children compelled to attend school meet licensing requirements which serve the public interest than the public has interest in licensing lawyers and cosmetologists. That balance of public interest and improving the profession is best served by the current system of establishing standards for licensure and teacher program approval by a lay State Board of Education informed by a statutory advisory committee composed primarily of educational practitioners.

Also, it is critically important to the overall success of students to assure that teacher education program approval and licensure are linked to performance goals of students in K–12 programs. The State Board of Education, which currently has authority to set standards for teacher education program approval, has the constitutional responsibility to supervise instruction in the public schools.

Furthermore, students who attend schools in states which have independent licensure boards do not perform any better than the students in states which do not have independent licensure boards (see chart 1). Additionally, using the comparative criteria adopted by the National Center for Education Statistics those states which have independent licensure boards on the whole do not perform any better on the indicators related to teacher quality as reported by the National Center for Education Statistics (see chart 2).

Chart 1

Professional Boards for Teaching and Educational Outcomes: State Comparisons

	States with Professional Board (standard error)	States without Professional Board (standard error)	Differences (1) - (2)
NAEP Reading, 4th grade (1992)	214.9 (3.0)	214.6 (1.5)	.3
NAEP Math, 8th grade (1992)	268.6 (3.5)	264.7 (1.8)	3.9
NAEP Math, 8th grade (1990)	265.2 (3.4)	261.2 (2.0)	4.0
Δ NAEP Math, 8th grade	3.4 (.69)	3.3 (.43)	.1
SAT 1993–1994	884.6 (13.5)	888.7 (5.1)	-4.1
SAT 1990–1991	878.6 (13.8)	886.8 (5.1)	-8.2
Δ SAT 1990–1991 to 1993–1994	6.0 (3.4)	1.9 (2.8)	4.1

Sources: Professional Board from *What Matters Most*, Appendix F, pp. 146-147; NAEP and SAT scores from *Digest of Education Statistics, 1995*. SAT calculations restricted to states in which more than 40 percent of graduating seniors take the SAT.

Taken from a report by Dale Ballou and Michael Podgursky entitled "Reforming Teacher Training and Recruitment: A Critical Appraisal of the Recommendations of the National Commission on Teaching and America's Future" (draft dated October 16, 1997).

Chart 2

Indicators of Attention to Teaching Quality

State	Investments in Teacher Quality			
	Unqualified New Hires		*Well-Qualified Teachers*	*Out-of-Field Teaching*
	All new hires	New entrants only	(Average % of teachers in core academic fields with full certification and a major in their field)	(% of main teachers without at least a minor in math)
	(% of new hires who are unlicensed in their main field)		(♦ @ 80 % or higher)	(♦ @ 20 % or less)
	(♦ @ 2 % or less in either category)			
California	8 %	12 %	65 %	46 %
Georgia	4 %	3 %	76 %	23 %
Hawaii	23 %	23 %	64 %	—
Indiana	2 %	1 % ♣ ♦	76 %	25 %
Iowa	2 %	4 % ♦	82 % ♦	14 % ♦
Kentucky	7 %	3 %	71 %	28 %
Minnesota	5 %	8 % ♣	82 % ♦	14 % ♦
Nevada	5 %	4 % ♣	83 % ♦	—
Oklahoma	1 %	1 % ♦	74 %	31 %
Oregon	7 %	3 % ♣	69 %	36 %
West Virginia	2 %	— ♦	66 %	39 %
Wyoming	1 %	1 % ♦	76 %	25 %
Missouri	**5 %**	**1 % ♦**	**77 %**	**9 % ♦**

— Too few cases for reliable estimates.

♣ Interpret with caution due to small sample size.

Source: National Center for Education Statistics, 1993–94 Schools and Staffing Survey (Public School Teacher Questionnaire). Tabulations conducted by the National Commission on Teaching & America's Future.

From Jutta White, Cindy Thresher, Betty Beal, Paula Shields, Melody Smith, Bill Moyes, Wanita Humphrey, Nancy Hooper, and Lee Orth

The stated goals of the Missouri Commission on the Future of Teaching (MCFT)—to improve the quality of Missouri's teaching force and to hereby improve the educational opportunities for Missouri's students—are cornerstones of our philosophy.

However, in the end, we disagreed with some key proposals made by the commission. Many specifics contained in the document would transfer authority from the local level to the state and national levels—and perhaps to special interests at the national level. Several recommendations made by the MCFT replicate Missouri programs already underway, indicating that the MCFT did not have sufficient background information concerning current practices.

Because the report is expected to influence policy decisions and legislation regarding teacher preparation and certification in years to come, we are submitting this minority report.

The recommendations outlined below represent only three of many crucial philosophical differences about who is responsible for governing the teaching profession and about how improvements can be made.

MCFT recommendation I.1: *The Missouri Commission believes that Missouri should have a professional standards board with . . . sole responsibility for establishing and maintaining professional standards . . .*

Our recommendation: We believe the public interest is best served by preserving a system of checks and balances that includes having a lay board (the State Board of Education) set policy for the teaching profession. The State Board of Education receives recommendations and advice on the subject directly from a teacher-majority advisory council (presently provided for in statute as the Missouri Advisory Council of Certification for Educators). Additionally, the Department of Elementary and Secondary Education is a neutral public agency that administers educator certification statutes.

Further legislation is needed to empower the Missouri Advisory Council of Certification for Educators to provide recommendations and advice to the State Board of Education on policy matters regarding teacher certification.

MCFT recommendations V and V.1: *Create schools that are organized for student and teacher success. Flatten hierarchies . . .*

Our recommendation: We agree that schools should be organized to support student and teacher success. However, the overall tone of many of the recommendations contained in the MCFT document favors a transfer of authority from the local level to state and national levels. Those transfers move

decisions concerning education away from students, classrooms, and schools, which inflate and heighten the hierarchies rather than flatten them.

The school site is the fundamental unit of change. Therefore, we support decentralization and shared decision-making, which empower those closest to the classroom to make decisions that directly impact learning.

MCFT recommendations 1.5 and IV.3: *MCFT supports voluntary certification by the National Board for Professional Teaching Standards and upholds the standards as the benchmark for accomplished teaching. It recommends state and local incentives for teachers to seek National Board Certification.*

> [**Editor's Note**: The Missouri Commission report does not cite National Board standards as "the benchmark for accomplished teaching"; that language belongs to the National Commission and its report. Rather, the report of the Missouri Commission states that National Board Certification is a "prestigious standard of excellence" (in section IV.3) and that it should be incorporated "into alternative procedures for attainment of continuing licensure" (in section I.5).]

Our recommendation: We support recognition of educators who continually examine their practices and seek higher levels of performance. However, National Board certification is only one of many opportunities for professional growth. By limiting activities of the MCFT to a reaction to the report of the National Commission on Teaching and America's Future, alternative benchmarks and opportunities were not even considered.

Furthermore, singling out the national certificate or any other single benchmark for financial support and reward serves as a disincentive for educators who may wish to pursue other valuable opportunities. In any case, such certification should not be used to replace or supplant Missouri certification. Certification should remain a state responsibility.

Missouri should continue to work cooperatively with other states to create a greater degree of reciprocity of teacher certification at the appropriate level with the understanding that Missouri standards are high, and successful Missouri experience must be demonstrated to receive a continuous certificate.

An opportunity missed: In many ways, the work of the commission represents an opportunity missed. The issues under discussion are important to us all, and an open forum to consider the direction of the teaching profession is a laudable goal—certainly a goal worthy of more time and broader input. However, because the process was tainted by a number of procedural problems, we are unable to endorse wholeheartedly the commission's work.

The process included the following structural and procedural faults: The make-up of the 110-member commission was heavily weighted in favor of higher education (38 percent of members) and underrepresented by teachers (20 percent); the structure of the meetings blocked free and open discussion of the issues; current education data and state statutes relating to the commission's work were not considered; there was a marked lack of communication among

subcommittees and between the steering committee and subcommittees; procedures were changed during the process; and the final adoption procedure was flawed.

A document has been prepared detailing procedural problems that we believe negated the effectiveness and legitimacy of the MCFT report. In addition, a copy of our alternative report, shown as a side-by-side comparison with the MCFT adopted recommendations, is available. Both documents may be obtained by calling (800) 392–0532.

We share the broad goals of the commission. The state's citizens will benefit from an improved teaching force and from greater educational opportunities for our students. It is in recognition of the importance of the issues at stake that we submit this minority report.

From Larry Doyle

The Commission report contains several recommendations that I view as harmful to the future of education in the state of Missouri. Those recommendations are as follows:

1. The call for an Independent Professional Standards Board does not have the support of a large majority of educational leaders in Missouri. Such a board would remove locally elected officials from any significant role in educational policy, and create a new educational bureaucracy, immune from the will of Missouri citizens and taxpayers. Instead, membership on the current DESE advisory committee (MACCE) should be expanded to include a plurality of other appointees (locally elected school board members, school administrators, and parents of school-age children). The State Board of Education should regularly seek advice and counsel from the expanded MACCE on matters related to professional education practices in Missouri.

2. The Commission report calls for using National Board Standards as a benchmark to measure professional teaching. Using such standards as a benchmark suggests an expanding role for the national government in the preparation, certification and professional development of teachers. Supervision of Missouri school systems and teachers is a state and local responsibility and should not be abdicated to a national agency.

3. Throughout the document, the Commission report calls for shifting decision-making away from local school boards and toward state and federal regulatory agencies. Much of the language of the Commission report suggests a lack of respect for the judgment and responsibility of locally elected school leaders and their appointed administrators. Surely, it is a better plan to trust educational decision-making to those closest to the situation (classroom teachers, school administrators, school board members), rather than place additional

authority in the hands of a bureaucracy that has no direct responsibility to the parents and taxpayers who support the local schools.

4. The Commission report makes reference to the important role that Regional Professional Development Centers are to play in the improvement of education in Missouri. While these centers have so far received significant funding, I have seen no evidence that these centers have improved the quality of educational opportunities for students to any degree. Is it not time for a critical review of RPDC programs and funding to determine if these tax dollars would not be better spent helping school districts lower class sizes and provide additional locally controlled professional development activities?

5. The Commission report recommends licensure of teachers based on demonstration of both knowledge and performance. However, "performance" generally means subjective measures of performance demonstrated by students during their undergraduate degree program, including student teaching. I suggest that an even more important measure of performance relates to the ability of graduates to perform effectively during their first year of teaching. The opinions of the supervisors of beginning teachers should be among the best indicators of the quality of teacher education programs. Likewise, the Commission report would establish a goal of no out-of-field teaching. While this is a commendable goal, the reality of the situation is that many students in smaller school districts might receive no high level instruction in advanced coursework at all, if all out-of-field teaching was banned.

6. The Commission report proposes that compensation of educators should be standardized throughout the state, and full credit should be awarded on the salary schedule for teachers moving from district to district. In the first place, this should be a local school board decision. In the second place, the mandate of full credit for all teaching experience would have the adverse effect from what the Commission desires. Teachers with fifteen or twenty years' experience would find it almost impossible to relocate to another district, as very few districts would have the resources to employ a teacher new to its system at the maximum end of its salary schedule. The result would be lesser opportunity for mobility, rather than greater.

In conclusion, I believe the report of the Commission on the Future of Teaching is well intended but very naive. The majority of the representatives of the Commission came from the ranks of higher education and/or professional associations. Significant input was lacking from locally elected school board members, school superintendents and principals, and classroom teachers not aligned with the professional teacher organizations. The result is a theoretical document that shows little relationship to the reality of leading an individual school or school district. Nowhere in the document is the slightest attention given to the cost of proposals, so no one has the vaguest idea about how these recommendations would impact on state appropriations or local school district revenues.

Thank you for the opportunity to file a minority report regarding the Missouri report on the future of teaching. Before these proposals take the form of proposed legislation or rulemaking, I hope a much broader segment of the state of Missouri has the opportunity to respond.

From Lee J. Orth

National Commission Recommendation I.1: Establish professional standards boards in every state.

Missouri already has a professional standards board—established by law, and called the Missouri Advisory Council of Certification for Educators (MACCE). It performs all the functions listed in the Missouri Commission's report. The only difference is that the Council does not have sole authority—that is vested in the Missouri State Board of Education (SBOE). MACCE makes recommendations to the SBOE and the Commissioner. This is as it should be. A body as powerful as to determine college teacher preparatory programs and certification requirements must answer to a governing body of the State. Because this involves public schools, public monies, and public policy, this professional standards board ought not to be controlled by itself—by the very people it governs. It needs to be, in the end, controlled by the State, which is accountable to the public. An autonomous board, which governs K–12 teachers, is not accountable to the public.

National Commission Recommendation I.5: Use National Board standards as the benchmark for accomplished teaching.

> [**Editor's Note**: The Missouri Commission report does not cite National Board standards as "the benchmark for accomplished teaching"; that language belongs to the National Commission and its report. Rather, the report of the Missouri Commission states that National Board Certification is a "prestigious standard of excellence" (in section IV.3) and that it should be incorporated "into alternative procedures for attainment of continuing licensure" (in section I.5).]

I would modify the above statement to say something like National Board standards may be considered for accomplished teaching. But to use National Board standards as *the* benchmark would mean the definition of accomplished teaching is wrested from the hands of the State and into that of a national body. This could have implications, such as with teacher evaluations, which would no longer be locally driven. It is one thing to recognize the National Board standards; quite another to use it as *the* benchmark for accomplished teaching.

Appendix D

Results of Voting on Recommendations of the Missouri Commission on the Future of Teaching

Listed below are the Commission votes on each of the twenty sections taken up on October 27.

I.1 = 43 for, 21 against
I.2 = 59 for, 9 against
I.3 = 71 for, 0 against
I.4 = 64 for, 6 against
I.5 = 60 for, 9 against

II.1 = 70 for, 1 against
II.2 = 60 for, 10 against
II.3 = 62 for, 5 against
II.4 = 67 for, 2 against

III.1 = 74 for, 0 against
III.2 = 76 for, 0 against
III.3 = 70 for, 3 against
III.4 = 65 for, 6 against
III.5 = 58 for, 12 against

IV.1 = 48 for, 18 against
IV.2 = 55 for, 17 against
IV.3 = 62 for, 10 against

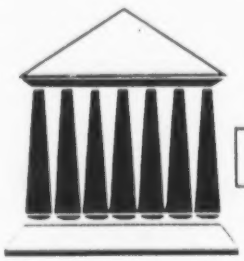
V.1 Draft recommendation = 30 for, 33 against
Alternative A = 24 for, 39 against
New Language = 71 for, 0 against
V.2 = 69 for, 0 against
V.3 = 63 for, 7 against

Executive Summary

Demanding Excellence

★ ★ ★

Report of the Missouri Commission on the Future of Teaching



Shaping the Profession that Shapes Missouri's Future

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February 1998
Missouri Department of Elementary & Secondary Education

Executive Summary

Demanding Excellence

Report of the Missouri Commission on the Future of Teaching

Recommendations of the Missouri Commission on the Future of Teaching

I. Get serious about standards, for both students and teachers.
I.1. Establish a professional standards board.
I.2. Establish and maintain rigorous standards for accreditation of teacher preparation programs.
I.3. Close inadequate teacher preparation programs.
I.4. License teachers based on demonstrated performance.
I.5. Encourage and support voluntary National Board Certification.

II. Reinvent teacher preparation and professional development.
II.1. Organize teacher education and professional development standards around standards for students and teachers.
II.2. Investigate the efficacy of extended teacher preparation programs.
II.3. Create and fund mentoring programs for beginning teachers.
II.4. Continue support of stable, high quality sources of professional development.

III. Overhaul teacher recruitment, and put qualified teachers in every classroom.
III.1. Increase the ability of financially disadvantaged districts to pay for qualified teachers and insist that school districts hire only qualified teachers.
III.2. Aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.
III.3. Attract a wide range of recruits into the profession of teaching.
III.4. Redesign and streamline district hiring.
III.5. Eliminate barriers to the mobility of educators.

IV. Encourage and reward knowledge and skill.
IV.1. Study and develop compensation systems that reward knowledge and skill.
IV.2. Remove incompetent teachers.
IV.3. Encourage state and local incentives for National Board Certification.

V. Create schools that are organized for student and teacher success.
V.1. Make effective use of building personnel and invest in technology that improves instruction, school organization, and management of classrooms.
V.2. Evaluate school-improvement initiatives and fund local partnerships and district-to-district exchanges.
V.3. Select, prepare, and retain administrators to lead high-performing schools.

Adopted October 27, 1997

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